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ABSTRACT

The Governor's recommendations to the 1984 Kansas Legislature are summarized in this pamphlet. Elementary-secondary level recommendations include additional state aid to school districts, some to be used exclusively for teacher salaries; "full" teacher certification to be achieved only after successful completion of a year of internship in a teaching position; and more funds for inservice education. Curriculum initiatives include reestablishment of a competency-based education testing program, an increase in graduation requirements, and the addition to the Department of Education of two additional program specialists in mathematics and science. Recommendations for higher education reflect the Board of Regents' request to prioritize faculty salaries, equipment, capital improvements, and major maintenance needs as the greatest areas of concern. Continuation of support is recommended for the community colleges and the various vocational training institutions. Six tables distributed throughout the pamplet illustrate proposed and past budgets. Brief concluding remarks direct parents, students, teachers, school boards, the business community, and legislators to involve themselves in improving the public educational system in Kansas. (MLF)

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Toward Excellence In Education

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EA 017 217

Toward Excellence In Education

EA 017 247

Governor
John Carlin's
Commitment
To Education
In Kansas

TOWARD EXCELLENCE IN EDUCATION

Governor John Carlin's Commitment To Education In Kansas

We've heard the nation is at risk. We've read the reports chronicling the movement toward mediocrity in our educational system. We've viewed with alarm the statistics suggesting that the quality of our schools and the education they provide is being eroded.

Several recent national reports have heightened concern for our educational system. Beyond the excellence of reports such as the "Nation At Risk," the ECS study, and the Carnegie Report, perhaps their greatest value has been to elevate education issues on the public agenda. I am particularly enthusiastic about the increased public dialogue on education and more optimistic than ever that the time is right for making fundamental changes to update and improve the quality of the education we can provide in Kansas.

While many national reports have focused on primary and secondary education, I want to stress that my plan for improving the quality of Kansas' educational system includes higher education as well. We must take a comprehensive approach if we are to meet the social and economic goals of our state.

Kansas' educational system has always been one of the best in the nation and continues to pay high dividends. A good education is the key to the growth and development of every Kansas child and to the continued prosperity of our entire state. If we are serious about the economic growth of Kansas, then we must be serious in pledging our total support to quality education.

Kansas has in the past maintained a competitive edge when compared to its neighbors on the basis of business climate. One of the most important factors to a state's business climate is the availability of a well-educated work force which has acquired not only basic skills, but the ability to learn. As the technological revolution continues to accelerate, a redefinition of "basic skills" becomes critical. Traditional communication skills, reading and writing, must be accompanied by exposure to new modes of communication such as computer languages. Arithmetic, although absolutely essential, must be supplemented with levels of mathematics once considered a luxury, but which are today critical skills in even the most unskilled professions. Science, the promise of the future, must be studied, taught and emphasized at every level in every school. The study of social change and the arts must also be provided to ensure that we preserve the life we enjoy and to learn from the masters of the past.

Many school districts and institutions of higher learning across the state are doing things right, and we continue our progressive attitude toward comprehensive educational programs. Yet, extensive research indicates that there is room for improvement. In order for Kansas to continue to grow, prosper, and attract new industry and jobs, we must address the situation while we can still speak of *opportunities for improvement* rather than massive problems requiring immediate solutions.

What the public expects and deserves is state leaders who react to this challenge, not as a political opportunity, but in a manner that is genuinely constructive for education. In support and recognition of this expectation,

my response to this education challenge has evolved from an acceptance of a few basic determinations.

First, "quick fixes," as the only response, will not be sufficient to achieve permanent improvements. Rapid changes in our society seem to demand rapid responses from our education system. However tempting the "quick fix" solutions are, they must be tempered with more measured reponses generated by careful study. Second, any changes require the participation and cooperation of the education profession, as well as parents, students, business and the public at large. Third, each school district is unique in terms of the good things already accomplished and improvements needed. Finally, I have proceeded on the basis that it is necessary to distinguish carefully between what is the state's responsibility and what can be better addressed at the local level.

In May of 1983, I created a permanent Education Cabinet to assemble leaders in education to discuss issues raised by national reports, and to exchange information regarding our state's public school system. The Cabinet includes top level representation from all segments of the education community. This forum has provided me with critical insights regarding the inner-relationships of the various segments of the education sector. The group's input has been invaluable to me in developing practical recommendations to carry to the Legislature.

Since the public will ultimately share any additional costs for improvements to the system, they must also be involved as participants in the education dialogue. For this reason, I have conducted two series of Education Town Meetings across the state. These meetings have assisted greatly in understanding the public's concerns and in soliciting suggestions for improvements.

There has been much discussion at the national level about the declining quality of students *admitted* to education programs as well as the quality of those graduating as teachers. That is why I commissioned Emporia State University to study the caliber of students choosing education as a profession. Results of this study indicate that when examining 1982 and 1983 Regents' school graduates' ACT composite scores, education majors rank 15th out of the 19 academic disciplines studied. In Kansas, we have documented the fact that enrollment in our schools of education has declined by half over the past ten years. We will face a serious crisis to our education system if the quality and numbers of our new teachers continue to decline simultaneously. It is important to know how education majors rank with their peers. In order for our children to gain a solid education, we must find ways to attract and retain good teachers. We have taken initial steps toward this goal by requiring at least a 2.5 grade point average of those entering education programs in our Regents' institutions and requiring that they pass a uniform test of basic skills.

I have worked with the Board of Regents to implement a program review of our teacher and administrator preparation programs. We cannot expect excellence from education graduates unless that same degree of excellence has been provided in their academic programs.

I am proud of the fact that my Administration presented

an education package to the 1983 Kansas Legislature which predated the national focus. We have known for several years that the excellent educational system in Kansas was being threatened by the loss of status of the education profession. This is evidenced by declining enrollments in schools of education, non-competitive teacher salaries and the migration of education professionals to other fields.

Those students graduating with comparable degrees in fields outside education can expect to earn thousands of dollars more in starting salaries. Accountants start at $18,000 and computer science majors at $24,000. Beginning teachers can expect an average of $13,000. Is it any wonder that college students committing themselves to a teaching career find it increasingly difficult to justify that commitment? Salaries must be increased to both attract qualified candidates and keep qualified teachers in the system. Without an infusion of money aimed at increasing salaries, we can expect to find few quality people entering the profession and few people remaining there.

Coupled with increased salaries comes an expectation that teachers will meet increased standards regarding certification requirements, in-service work, and more intensive evaluations. The public must be assured that increased salaries will bring increased quality into the classroom.

In the last 30 years, the world of knowledge has exploded. In 1962, John Kennedy remarked:

"There is a great tendency . . . to consider education important, but perhaps not so vital. We are so concerned in so many parts of the world with the problems that are coming today, next year, and the year after—and it does take 5 or 10 or 15 years to educate a boy or girl—and therefore, there is a tendency to concentrate available resources on the problems we face now and perhaps ignore what the potentialities and capabilities will be of our people 10 or 15 years from now."

In 1984, we still concentrate on problems we face now; however, one of the most important problems we face now is education.

Governor of Kansas
January 10, 1984

In the following pages, you will find recommendations to the 1984 Legislature which reflect my Administration's commitment to the pursuit of excellence in Kansas' educational system.

ELEMENTARY AND SECONDARY EDUCATION

I. General State Aid

State aid in Kansas is distributed to all districts through the School District Equalization Act and through various categorical aid programs. Equalization aid is apportioned according to a formula which balances differences in the various districts' ability to pay with the relative costs of education in their districts. Total local expenditures are limited and state aid amounts calculated taking into account a complex determination of "district wealth."

I have recommended that amendments to the School District Equalization Act provide for budget limitations during the 1984-85 school year of one-hundred four to one-hundred eight percent. An additional two percent of budget authority would be available to be used exclusively for teacher salaries in those districts which budget at least the same percentage increase in the pool of money available for teacher salaries as the percentage increase in their total general fund budget authority. These recommended amounts for general state aid, when combined with the consensus estimate of payments under the school district income tax rebate program, would mean that state aid in Fiscal Year (FY) 1985 would increase from 45.1 percent to 46.5 percent of total estimated unified school districts' general fund budgets. This would be an increase of $54.3 million over FY 1984 expenditures for state aid. The Department of Education has estimated that this increase in state aid, together with the recommended budget authority under the proposed amendments to current law, would limit local property tax increases to $39.4 million. Based on the expected growth in property valuation, the average increase in mill levies statewide would approximate only 2 mills.

It is estimated that these recommendations together will result in a statewide average teacher salary increase of 9.75 percent.

Current law permits districts to budget for transfers of money from their general operating fund to their capital outlay fund and to various other special funds. Districts may also levy property taxes to support the capital outlay fund. Since this special levy authority for the capital outlay fund requires Board approval, and presumably is

enacted and used only when absolutely necessary. I believe that it serves as an appropriate limitation on capital outlay expenditures.

The ability to transfer to the capital outlay fund from the general fund, including both state and local monies, weakens this limitation mechanism. I have, therefore, repeated my previous recommendation that the Legislature disallow these transfers. This action will make more funds available within the general fund budget for needed expenditures, without necessarily increasing local property taxes.

I have also recommended legislation to the 1984 Legislature which would correct the unintended effect on the distribution of general aid that resulted last year from the passage of Senate Bill 436, the bill which limited the deductibility of federal income tax for Kansas personal income tax purposes. There was no intention in this recommended tax change to redistribute school aid.

The following table shows general state aid, budget limitations, total budgets, and estimated property tax increases for the current school year, the year just past, and the amounts recommended for FY 1985.

General State Aid And Budget Limitations

General Fund Budget

General Fund Budget Limitations	
Additional % of Prior Year's Budget for Teacher Salaries	
Est. General Fund Budget (000's)	
General State Aid (000's)	
Income Tax Rebates (000's)	
Percent of General State Aid and Income Tax Rebate	
Est. Statewide Property Tax Increase (000's)	
Av. District Mill Levy Increase	

II. Recommendations To Improve Teacher Quality

For FY 1985, I have once again recommended that the Legislature and the State Board of Education take several initiatives to improve the quality of teacher preparation in Kansas.

Teacher Certification Examination

The Educational Testing Service (ETS) has a teacher certification examination available for use by the states. The National Teacher Examination is used in other states for initial certification of recent graduates or other newly certified personnel.

I have recommended that the State Board of Education require the use of the National Teacher Examination for initial certification in Kansas. I anticipate that the Board will permit students graduating from a college of education to take the test during their senior year and will permit more than one opportunity to pass the test. The use of this core test instrument in Kansas will require

1982-83	1983-84	1984-85
6.25%-12.5%	5%-15%	4%-8%
none	none	2%
$955,424	$1,031,940	$1,117,075
$347,393	$ 376,056	$ 416,056
$ 78,737	$ 89,300	$ 103,600
44.6%	45.1%	46.5%
$ 20,725	$ 40,000	$ 39,400
.5 mills	4.0 mills	2.0 mills

that it be validated for our state. FY 1985 expenditure recommendations for the Department of Education include $115,000 necessary to validate this examination. I have not recommended funding for special certification examinations in the various subject areas for which Kansas certificates are currently issued. Instead, I have recommended that the Board of Education continue to issue subject area certification through processes other than testing. Beginning the validation process in FY 1985 will permit candidates for certification in the Spring of 1986 to be tested.

Entry Year Assistance Program

In addition to the requirement of passage of a teacher certification examination, I have recommended that the Board of Education require that *full* certification only be achieved after successful completion of a year of "internship" in a teaching position. I have recommended that this entry year development requirement take effect for the first time in the 1986-87 school year, and that successful completion of this year count toward the current two-year probation provision for new teachers.

I believe that the Board should implement a process whereby a beginning teacher is supervised, assisted, and then recommended for full certification by a 3-member committee. This committee would include a representative of a College of Education, the school building administrator and a supervisory "master" teacher. The "master" teacher should be selected on the basis of meritorious performance, and I have recommended that teachers within each district be allowed to participate in both the development of the criteria and the selection of "master" teachers. It is my intention to recommend that, once this process is a requirement, local districts receive additional state aid on a per new teacher basis to defray the costs of operating this committee. Such aid would first be available in FY 1987 and would assist in travel expenses and additional salary costs for the "master" teacher on the committee.

I anticipate that the Board would provide the necessary flexibility in the fulfillment of this requirement to permit individuals unable to find employment in the first year following graduation from college to delay their full certification until such employment could be located. Also, I anticipate that the Board would provide a "second chance" to individuals who, in the opinion of the committee, are deserving of additional experience prior to full certification.

In-Service Education

Ensuring quality extends far beyond the certification and examination of new entrants to the field of teaching. Existing teachers, many with years of exemplary service, desire and need to have ample opportunities to improve their skills. The current state plan for In-service Education contains a voluntary compliance process and no state funding support. I believe that if the state assisted local districts in the costs associated with compliance,

more districts would participate. When a district, under the current plan, has its local plan approved, teachers participating in that local plan are permitted to accumulate credits toward recertification. This process is an essential element to improving the performance of teachers.

For Fiscal Year 1985, I have recommended $1.0 million in state aid to local districts who have filed approved plans with the state Department of Education. This money would be matched locally by the same amount and would equal in total one half of 1 percent of a district's general fund budget. Smaller districts could join together to develop quality in-service programs and larger districts would have sufficient funds to operate their own approved programs. If in FY 1985 the recommended appropriation of $1.0 million is insufficient, I have recommended that the Department pro-rate these funds among eligible districts.

To implement this program, one additional professional staff and one-half secretarial staff positions are recommended in the Department of Education budget. The increased workload of additional filing of local in-service education plans will require that a professional monitor the progress of state-approved plans and provided technical assistance to local districts in developing and maintaining their programs. Including operating expenditures, the cost of these additional administrative responsibilities would be $40,000.

III. Curriculum Initiatives

Testing

In addition to other curriculum initiatives for the future, I have recommended that the Legislature act quickly to re-establish a program of Competency Based Education (CBE) testing.

Kansas has operated a program of competency based testing for the last two years. Prior to that time, a pilot program was enacted and carried out. It is clear to me that the expected benefits of this testing program have materialized and that it should be continued. I have recommended that the Legislature re-enact existing law, with minor adjustments, but without any "sunset" of its provisions. Furthermore, I have further recommended that the Department be permitted to contract for testing services with any vendor for a period not to exceed five years. This will provide the needed stability for this program and will permit local districts to plan accordingly.

My FY 1985 budget recommendations contain $230,000 for continuation of testing at five grade levels in two subject areas. I recommended to the Legislature that those grade levels be two, four, six, eight, and ten and that the subject areas tested continue to be reading skills and mathematical abilities. I have recommended the change from grade 11 to grade 10 so that remediation efforts for those needing them prior to graduation can begin earlier. I encourage school districts to also continue the practice of supplementing CBE testing with the

nationally norm-referenced tests which are already being used in almost every district in the state. Based on the information I have received, the combination of the two types of testing serves as an important and useful instructional tool for classroom teachers. It has come to my attention, however, that in some instances, spring test results are not forwarded to the student's next instructor. I have strongly recommended to the Board of Education that districts be required to ensure in the future that this information follow students to their next classroom teacher.

Requirements for Graduation

Many districts throughout the state have already increased graduation requirements from the mandated 17 credits and have added courses in the areas of mathematics and science. A broader knowledge of these subjects is becoming increasingly necessary as the knowledge explosion and technological advancements continue. A solid understanding in these basics is no longer simply the *desirable* end result, but the *minimum* necessary to succeed. This is true for all students who will graduate from our high schools, whether they are interested in pursuing college careers or other vocational interests. To assure that all Kansas high school graduates are prepared to meet the challenges they face in the future job markets, I have recommended that the State Board of Education mandate increased graduation requirements on the following schedule:

1986-87 . . . . . .Increase units of math from 1 to 2
1987-88 . . . . . .Increase units of science from 1 to 2
1988-89 . . . . . .Add 1/2 unit of computer science

The Board of Regents has developed a recommended curriculum for college-bound students which includes additional emphases in mathematics, social sciences, natural sciences and foreign language. I support the Board's recommendations and would encourage school districts and parents to work with students in making appropriate course selections to ensure adequate preparation for performance at the college level.

My Administration is understanding of the fiscal outlays which will be required of many districts in the future if computer science becomes a required course. We will continue to investigate a variety of ways to assist districts, including the possibility of such measures as tax credits to school districts for contributions of equipment and software.

Education Specialists

The growing importance of math and science studies necessitates and justifies additional expertise within the Department of Education to assist school districts in developing quality programs of instruction. I have recommended $60,000 be appropriated to the Department of Education to employ two additional program specialists in the areas of math and science.

Time on Task

Recent national reports have discussed the length of the school day and year. In Kansas, many parents and others have indicated to me that better use could be made of the existing classroom time before consideration is given to lengthening that time. I believe that this sentiment would be echoed by education professionals and even students. One way to emphasize this concern would be for extra-curricular activities to be truly "extra." Too frequently, valuable classroom time is consumed by special events. I strongly urge parents to become more aware of the uses to which their children put their school time and to insist that their students and schools not place inappropriate emphasis on extra-curricular activities. When we are satisfied that the current school day, week and year are being fully used for educational pursuits, we can begin to consider whether or not additional time would yield additional benefits.

IV. Parental and Community Involvement

One of the most critical factors to ensuring a positive and productive educational experience for children is the interest and involvement of their parents. I urge all parents to double their efforts to become actively involved in their child's education. It is important that parents monitor their child's academic progress, and to facilitate this, I have recommended to the Board of Education that all school districts be required to provide CBE and norm-referenced test results to parents and guardians and further that parents be required to verify to each district their receipt of these test results. I recognize that many districts, through teacher-parent conferences and other means, are already doing this and I applaud their efforts.

In as much as children need the involvement of their parents to enhance their educational experience, education in general needs the support of the entire community. I feel strongly that lasting improvements in education can only be achieved through the involvement of patrons, business and professional groups, agriculture interests, labor groups, educators, and elected officials.

V. Special Education

Consistent with past policy, I have recommended that state funding for FY 1985 of the "excess costs" associated with special education be calculated on the basis of the number of special education teachers employed during the budget year. This proposal will fund the Department of Education's estimate of growth in teaching units eligible for aid, over those eligible in the current year.

For FY 1985, I have further recommended $38,245 to fund a High Risk Registry initiative in the Department of Health and Environment to provide for the early identification of pre-school handicapped Kansas children. This proposal has come to me from the Task Force on Pre-School Handicapped Children which I appointed in the Spring of 1983. I also intend to pursue the Task Force's

recommendation to establish a Council for Early Childhood Development Services to provide effective coordination of health, social and education services for preschool handicapped children in our state. This Council will be created through a sub-committee of the Cabinet and will be staffed by the agencies involved.

UNIFIED SCHOOL DISTRICTS— SELECTED FINANCIAL DATA, ENROLLMENT AND CERTIFICATED EMPLOYEES

Dollars in Thousands

School Dist. Equalization Act
- General State Aid
- Income Tax Rebate
- Subtotal
- Transportation
- Total
- Incr. Over Prior Year

Budgets
- General Fund
- Incr. Over Prior Year
- Budget Controls

- Incr. Over Prior Year

Other State Aids
- KPERS-School
- Special Education
- Deaf/Blind & Sev. Hndcp.
- Driver Education
- Vocational Education
- Ft. Leavenworth USD
- Food Assistance
- Adult Basic Education
- Bilingual Education
- Motorcycle Safety
- In-Service Aid
- Total
- Incr. Over Prior Year

Total State Aid
- State General Fund
- Incr. Over Prior Year
- State Safety Fund
- Motorcycle Safety Fund
- Total
- Incr. Over Prior Year

Enrollment, K-12
- F.T.E., Sept. 15
- Change From Prior Year

Certificated Employees
- Change From Prior Year

VI. Financial Information

The following table summarizes the various state expenditures for aid to school districts which I have recommended for FY 1985. In addition, this table shows comparable amounts for the current school year and for the year just past.

1982-83	Estimated 1983-84	Recommended 1984-85
$347,393	$ 376,056	$ 416,056
78,737	89,287	103,600
426,130	465,343	519,656
36,669	38,502	41,300
462,799	503,845	560,956
25,080	41,046	57,111
$955,424	$1,031,940	$1,117,075
81,988	76,516	85,135
6.25%	5-15%	4-8% + 2% for teacher salaries
12.50%		
$ 20,725	$ 40,678	$ 39,400
$ 36,283	$ 38,326	$ 41,246
57,440	62,418	64,344
75	78	--
1,321	1,339	1,375
794	876	929
762	858	931
2,390	2,388	2,636
54	60	126
547	645	645
21	72	90
--	--	1,000
$ 99,687	$ 107,060	$ 113,822
11,747	7,373	5,762
$561,144	$ 609,494	$ 673,313
36,776	48,350	63,819
1,321	1,339	1,375
21	72	90
$562,486	$ 610,905	$ 674,778
36,827	48,419	63,873
387,658	387,000	
(3,394)	(658)	
30,504	30,250	
(127)	(254)	

HIGHER EDUCATION

I. Regents Institutions

I share with all Kansans a great pride in the excellent University system that has been established in our state. Surveys continue to reveal a high level of support for higher education in Kansas and a willingness to invest the resources necessary to maintain a quality system. The recommendations contained in my Fiscal Year 1985 Budget Report to the Legislature reflect this Administration's commitment to placing higher education on its priority list.

The severe fiscal constraints on Kansas' General Fund budget, resulting from a depressed economy, have forced the state for the past few years into a position of maintenance level funding. Fortunately, Kansas has been able to sustain the economic downturn better than most and has not, therefore, had to reduce support for education to a critically threatening level.

The time has come, however, to increase our support for higher education if we are to protect the investment in quality faculty and programs we have made in the past and if we are to pursue a level of excellence which will bring increased benefits to the entire state.

A periodic, yet thorough, review of program areas is critical to accomplishing the most efficient utilization of resources and genuine improvements throughout our system of higher education. The Board of Regents, in cooperation with my office, has begun such a process. I strongly feel that any savings accomplished through this difficult process should be maintained within the individual schools for reallocation to strengthen quality in other areas. This will encourage the continued participation of those whose cooperation is critical to the success of such an effort.

Within my recommendations, which are highlighted below, I have reflected the Board of Regents' request to prioritize faculty salaries, equipment, capital improvements, and major maintenance needs as the greatest areas of concern.

Faculty and OOE Recommendations

For institutions under the control of the State Board of Regents, I have recommended general use fund expenditures of $435.9 million for Fiscal Year (FY) 1985. This expenditure level represents a $30.2 million (7.4 percent) increase over the approved FY 1984 budget for the universities. I have proposed an average salary increase for faculty of six percent, and I have recommended $2.0 million in the budget of the State Board of Regents to finance additional salary adjustments for the faculty in special areas of need. Allotments from this pool will be made to each of the universities to provide them with a resource to adjust salaries in areas which are lagging behind comparable positions in the private sector. This flexibility is essential if we are to retain qualified faculty in disciplines where we are in direct competition with business, as well as institutions of higher education in other states, for the same limited pool of specialized skills and knowledge.

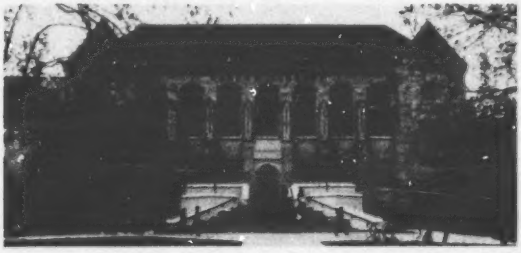
I am also recommending that the legislature support the program endorsed by the Board of Regents on early retirement for faculty between 60 and 65 years of age.

This proposal would require no additional state revenues. The program allows faculty the opportunity to teach on a reduced basis yet retain benefits. Institutions would have the flexibility to plan for the future by retaining the savings realized through this program. These resources would allow universities to maintain a competitive advantage in recruiting new emerging talent.

For Other Operating Expenditures (OOE) at the universities, I have recommended a 5 percent increase for FY 1985. This level of funding is required to finance inflationary cost increases and to replace necessary equipment. In addition, I have proposed that $600,000 be approved by the Legislature for extraordinary equipment needs at Kansas State University and the University of Kansas.

Student Assistance

My FY 1985 funding recommendations continue financial assistance to students enrolled in state institutions of higher education. I have proposed a five percent increase in the state funds available for the payment of student wages. This increase should provide for the creation of additional jobs to assist more students who need employment to support their educational costs. Other recommendations provide for the continuation of the State Work Study and the State Scholarship programs approved by the 1983 Legislature.



Centers of Excellence

Last year, I recommended and the Legislature approved funding to support high technology research at the University of Kansas, Kansas State University and Wichita State University. The centers are financed with state general fund monies and monies donated by the private sector. Each state dollar available is matched by 1.5 dollars in private funds. To date, this initiative has yielded a contribution of almost $700,000 by 17 private business sponsors of 13 research projects, all in areas of technological applications which hold the promise of increased economic activity in our state. For FY 1985, I have recommended that state support for these programs be maintained.

The following tables show general use expenditures, total expenditures, enrollment, and faculty positions at the Regents' institutions. Also, a breakdown of general use monies by source is shown for FY 1983, FY 1984, and FY 1985.

REGENTS INSTITUTIONS—EXPENDITURES, ENROLLMENT AND EMPLOYMENT

FORT HAYS STATE UNIVERSITY
- General Use Funds . . . .
- Total Oper. Expenditure . . . .
  - Enrollment:
    - Headcount . . . .
    - Full-Time Equivalent . . . .
  - Unclassified Positions . . . .

KANSAS STATE UNIVERSITY
- General Use Funds . . . .
- Total Oper. Expenditure . . . .
  - Enrollment:
    - Headcount . . . .
    - Full-Time Equivalent . . . .
  - Unclassified Positions: . . . .

KSU—VETERINARY MED. CENTER
- General Use Funds . . . .
- Total Oper. Expenditure . . . .
  - Enrollment:
    - Headcount . . . .
    - Full-Time Equivalent . . . .
  - Unclassified Positions: . . . .

EMPORIA STATE UNIVERSITY
- General Use Funds . . . .
- Total Oper. Expenditure . . . .
  - Enrollment:
    - Headcount . . . .
    - Full-Time Equivalent . . . .
  - Unclassified Positions: . . . .

PITTSBURG STATE UNIVERSITY
- General Use Funds . . . .
- Total Oper. Expenditures . . . .
  - Enrollment:
    - Headcount . . . .
    - Full-Time Equivalent . . . .
  - Unclassified Positions . . . .

KANSAS TECHNICAL INSTITUTE
- General Use Funds . . . .
- Total Oper. Expenditures . . . .
  - Enrollment:
    - Headcount . . . .
    - Full-Time Equivalent . . . .
  - Unclassified Positions: . . . .

UNIVERSITY OF KANSAS
- General Use Funds . . . .
- Total Oper. Expenditures . . . .
  - Enrollment:
    - Headcount . . . .
    - Full-Time Equivalent . . . .
  - Unclassified Positions: . . . .

Actual FY1983	Estimated FY1984	Gov's. Rec. FY1985
$ 16,112,106	$ 16,786,836	$ 18,061,299
23,017,736	23,827,760	25,476,485
5,513	5,476	5,476
4,376	4,316	4,316
326.6	318.6	318.6
$ 84,352,597	$ 88,635,189	$ 95,804,522
131,475,035	140,834,788	150,921,856
19,082	18,053	18,053
17,277	16,500	16,500
2,242.6	2,187.7	2,181.7
$ 6,954,475	$ 7,521,911	$ 8,067,490
7,267,277	7,864,234	8,431,225
415	417	417
666	670	670
89.5	88.4	88.4
$ 17,710,786	$ 18,150,539	$ 19,354,001
23,231,897	23,740,032	24,927,516
5,768	5,358	5,358
4,795	4,515	4,515
353.1	355.1	352.2
$ 17,212,688	$ 17,778,639	$ 19,112,550
21,161,912	21,395,997	22,941,001
5,438	5,271	5,265
4,570	4,480	4,480
328.9	322.4	320.1
$ 2,632,704	$ 2,860,487	$ 3,208,277
3,035,177	3,283,700	3,655,005
628	710	700
513	517	535
90.5	90.5	91.5
$ 90,062,368	$ 94,301,426	$101,652,545
137,642,116	142,061,488	152,534,015
24,400	24,219	24,219
21,974	21,593	21,593
2,259.8	2,228.7	2,219.6

KU—MEDICAL CENTER
- General Use Funds . . . . .
- Total Oper. Expenditures . . . . .
- Enrollment:
  - Headcount . . . . .
  - Full-Time Equivalent . . . . .
- Unclassified Positions: . . . . .

WICHITA STATE UNIVERSITY
- General Use Funds . . . . .
- Total Oper. Expenditures . . . . .
- Enrollment:
  - Headcount . . . . .
  - Full-Time Equivalent . . . . .
- Unclassified Positions: . . . . .

GENERAL USE FUNDING SOURCES

State General Fund . . . . .
Tuition and Fees . . . . .
Hospital Revenue . . . . .
Other . . . . .
TOTAL . . . . .

Capital Improvement Program

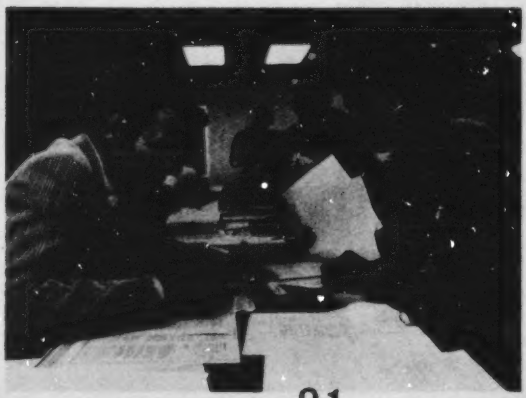
In order to ensure that there is adequate provision for maintenance of existing classroom and laboratory facilities on the campuses of our state universities, in order to permit an orderly replacement of those facilities that can no longer accomodate new instruction techniques, and in order to provide for necessary expansion of library and laboratory space, a long range capital improvement program for higher education is necessary. To serve this need, my Administration, in cooperation with the Board of Regents, has developed a five year capital improvement plan which is included in my FY 1985 Budget Report. This plan, though subject to change as priorities are reviewed, is intended to set the agenda for major construction projects on the campuses of the Regents' institutions for the next five years.

Over the five year period, it is estimated that $87.3 million of educational building fund and state general fund monies will be needed for projects essential for the maintenance and construction of adequate laboratory, classroom and library facilities. Twenty million dollars of state general fund monies ($4 million annually) would be committed to major repairs, special maintenance, remodeling and energy conservation of existing facilities. The maintenance of existing facilities must be given the highest priority. The plan also envisions necessary new construction or major renovation projects on all

Actual FY1983	Estimated FY1984	Recommended FY1985
$112,136,754	$118,115,448	$125,986,858
139,705,838	148,427,703	159,334,850
2,348	2,401	2,401
NA	NA	NA
1,351.7	1,342.3	1,342.4
$ 38,335,036	$ 41,016,536	$ 44,702,842
53,764,873	55,557,279	59,391,938
17,187	17,242	17,242
11,357	11,427	11,427
886.1	875.2	899.5

Actual FY1983	Estimated FY1984	Recommended FY1985
$274,426,590	$278,506,231	$298,806,701
54,605,383	63,870,831	70,240,341
49,190,846	54,072,167	58,730,365
7,286,695	8,719,782	8,172,977
$385,509,514	$405,169,011	$435,950,384

campuses over the next five years. Included in the plan are provisions for construction of a science library and renovation of Snow Hall at the University of Kansas, construction of an addition to Ablah Library at Wichita State University, renovation of Martin Allen Hall at Fort Hays State University, and construction of a chemistry-biochemistry building and an addition to Weber Hall at Kansas State University. The total plan is outlined on the following pages.



Five Year Capital Improvement Plan
For State Universities Under the Control of the State Board of Regents

STATE GENERAL FUND	Prior Years	FY1985	FY1986	FY1987	FY1988	FY1989	Total FY1985-89	Total All Years
State Board of Regents								
1. Major repairs, special maintenance and remodeling and technial assistance for energy conservation	$ --	$4,000,000	$4,000,000	$4,000,000	$4,000,000	$20,000,000	$20,000,000	$20,000,000
Total—State General Fund	$ --	$4,000,000	$4,000,000	$4,000,000	$4,000,000	$20,000,000	$20,000,000	$20,000,000
EDUCATIONAL BUILDING FUND								
Fort Hays State University								
1. Renovate Martin Allan Hall	$ 6,250	$ 16,850	$ 300,000	$ 90,250	$ --	$ --	$ 407,100	$ 413,350
Emporia State University								
1. Elevator Replacement and addition	--	157,500	--	--	--	--	157,500	157,500
2. Life Safety Revisions to Plumb Hall	--	30,000	270,000	--	162,500	487,500	950,000	950,000
Pittsburg State University								
1. Replace roofs on Yates and McCray Halls	--	213,000	--	--	--	--	213,000	213,000
2. Modification of Temporary Science Annex for Vo-Tech Institute	--	--	581,000	--	--	--	581,000	581,000
Kansas State University								
1. Reconstruct and equip Nichols Gymnasium	1,742,640	3,357,760	--	--	--	--	3,357,760	5,300,400

	Prior Years	FY1985	FY1986	FY1987	FY1988	FY1989	Total FY1985-89	Total All Years
2. Relocate Greenhouses	10,000	60,000	1,410,000	--	--	--	1,470,000	1,480,000
3. Construct Chemistry/Biochemistry Building	115,000	--	519,000	4,540,000	4,540,000	1,447,000	11,046,000	11,161,000
4. Renovate Weber Hall	113,000	99,500	1,787,500	--	--	--	1,887,000	2,000,000
5. Addition to Weber Hall	--	--	--	262,500	2,622,199	2,312,556	5,197,255	5,197,255
University of Kansas								
1. Addition to Haworth Hall	7,816,833	4,550,000	468,625	--	--	--	5,018,625	12,835,458
2. Construct Science Library	--	--	277,000	544,000	5,402,000	5,402,000	11,635,000	11,635,000
3. Renovate Snow Hall	--	--	144,000	288,000	3,384,000	3,384,000	7,200,000	7,200,000
University of Kansas Medical Center								
1. Addition to Energy Center	215,000	2,850,000	1,880,000	--	--	--	4,730,000	4,945,000
Wichita State University								
1. Addition to Ablah Library	475,000	--	4,865,000	4,317,000	2,238,000	--	11,420,000	11,895,000
2. Remodel basement of Clinton Hall for Business	--	--	507,000	--	--	--	507,000	507,000
Kansas Technical Institute								
1. Construct and Equip Classroom, Office and Lab Building	1,250,500	1,370,000	--	--	--	--	1,570,000	2,820,500
TOTAL EDUCATIONAL BUILDING FUND	$11,944,223	$12,904,610	$13,009,125	$10,051,750	$18,348,699	$13,033,056	$67,347,240	$79,291,463
TOTAL STATE GENERAL FUND AND EDUCATIONAL BUILDING FUND	$11,944,223	$16,904,610	$17,009,125	$14,051,750	$22,348,699	$17,033,056	$87,347,240	$99,291,463

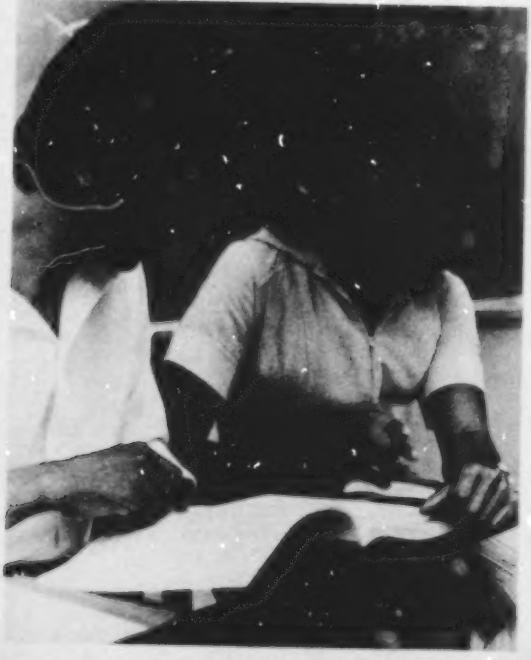
II. Community Colleges and Washburn

A vital part of our system of education in Kansas is our network of community colleges. Community colleges are controlled by the State Board of Education and are aided through funds appropriated to the Department of Education. In addition, state aid for Washburn University of Topeka is administered through the Department.

According to legislation passed by the 1982 Legislature, aid amounts per credit hour under the community college credit hour aid program, the community college out-district aid program, the Washburn University credit hour aid program and the newly established Washburn University out-district aid program increased in FY 1983 and FY 1984. I have recommended that the built-in FY 1984 increases be funded fully in FY 1985. The following estimates of expenditures under these programs also take into account projected growth in enrollments in these institutions for FY 1985.

	FY 1985
Community College Credit Hour Aid	$19,915,592
Community College Out-district Aid	5,649,512
Washburn Credit Hour Aid	3,445,235
Washburn Out-district Aid	665,082

The following table shows state aid and total expenditures of community colleges and Washburn University for the current school year and the year just past:



Community College

Allen County Community College
- Operating Expenditures . . . . .
- State Aid . . . . .

Barton County Community College
- Operating Expenditures . . . . .
- State Aid . . . . .

Butler County Community College
- Operating Expenditures . . . . .
- State Aid . . . . .

Cloud County Community College
- Operating Expenditures . . . . .
- State Aid . . . . .

Coffeyville Community College
- Operating Expenditures . . . . .
- State Aid . . . . .

Colby Community College
- Operating Expenditures . . . . .
- State Aid . . . . .

Cowley County Community College
- Operating Expenditures . . . . .
- State Aid . . . . .

Dodge City Community College
- Operating Expenditures . . . . .
- State Aid . . . . .

Fort Scott Community College
- Operating Expenditures . . . . .
- State Aid . . . . .

Garden City Community College
- Operating Expenditures . . . . .
- State Aid . . . . .

Highland Community College
- Operating Expenditures . . . . .
- State Aid . . . . .

Hutchinson Community College
- Operating Expenditures . . . . .
- State Aid . . . . .

Independence Community College
- Operating Expenditures . . . . .
- State Aid . . . . .

Johnson County Community College
- Operating Expenditures . . . . .
- State Aid . . . . .

Kansas City Kansas Community College
- Operating Expenditures . . . . .
- State Aid . . . . .

Labette County Community College
- Operating Expenditures . . . . .
- State Aid . . . . .

	Actual 1982-83	Amount Budgeted 1983-84*
.....	$ 1,593,265	$ 2,184,500
.....	559,304	709,153
.....	5,240,423	6,496,128
.....	1,440,086	1,392,016
.....	5,823,052	7,153,852
.....	1,989,291	2,190,609
.....	2,977,129	3,638,780
.....	1,147,582	1,229,363
.....	2,291,927	2,739,187
.....	649,638	703,795
.....	3,560,565	4,067,403
.....	1,103 355	985,033
.....	3,387,966	3,656,182
.....	1,088,683	937,508
.....	4,623,156	5,186,477
.....	926,893	1,084,788
.....	2,277,879	2,658,967
.....	719,854	735,444
.....	4,263,177	4,958,098
.....	933,476	895,543
.....	2,013,988	2,254,114
.....	745,928	806,456
.....	5,974,750	6,767,544
.....	1,636,745	1,809,564
.....	2,203,049	2,777,498
.....	541,716	527,871
.....	15,792,914	20,284,635
.....	3,539,939	4,090,908
.....	6,689,850	7,922,210
.....	2,049,810	2,423,868
.....	2,460,624	3,649,928
.....	978,645	1,328,917

Community College

Neosho County Community College
- Operating Expenditures . . . . .
- State Aid . . . . .

Pratt Community College
- Operating Expenditures . . . . .
- State Aid . . . . .

Seward County Community College
- Operating Expenditures . . . . .
- State Aid . . . . .

STATE TOTALS FOR COMMUNITY COLLEGES
- OPERATING EXPENDITURES . . . . .
- STATE AID . . . . .

Washburn University
- Operating Expenditures . . . . .
- State Aid . . . . .

III. Vocational Education

Vocational education continues to be an important element in our educational process in Kansas. In the future, vocational opportunities must be made more market sensitive and must become attuned to the increasing complexities of a highly technical age.

We are fortunate to have a successful system of vocational education in Kansas. High school students are introduced to options for prospective vocations through coursework, student organizations, and experiences in the world of work. After high school, many students can pursue course and program opportunities in our fine system of area-vocational technical schools. Students enrolled in many of our community colleges have available courses and programs of a vocational nature to

	Actual 1982-83	Amount Budgeted 1983-84*
. . . . .	1,968,857	2,401,923
. . . . .	639,859	583,057
. . . . .	2,665,231	3,291,749
. . . . .	779,561	732,790
. . . . .	2,615,705	3,188,148
. . . . .	450,522	470,081
. . . . .	$78,423,507	$95,277,323
. . . . .	$21,920,887	$23,636,764
. . . . .	$16,972,928	$23,154,992
. . . . .	3,565,861	3,783,691

supplement and expand their skills. Kansas students also have access to advanced and specific vocational training at Kansas Technical Institute. The Regents' schools, particularly Pittsburg State University, offer some vocational courses. Finally, many excellent proprietary schools operate in Kansas and offer specific job skills in a variety of areas.

My budget recommendations for FY 1985 continue all of our aid programs to the various vocational training institutions. In addition, I have recommended that careful study continue of the capital equipment needs of our area schools. For the past few years, state capital outlay aid to these institutions from the state has not been available. This aid was previously available from federal revenue sharing funds when the state fiscal picture was brighter. Fiscal constraints and critical needs in other areas of the General Fund budget have continued into FY 1985, and although I have not recommended capital outlay funding for the next fiscal year, I am committed to continuing state support for the equipment needs of these programs at the earliest possible date. When such funds do become available, I want to be able to recommend their most prudent and effective distribution toward areas of greatest need.

The following table shows aid expenditures from state tax sources for vocational programs at area schools, public high schools, and community colleges.

State Aids to Vocational Education

	FY 1983	*FY 1984*	*Rec. FY 1985*
AVTS Program Aid	$ 5,263,527	$ 5,811,826	$ 6,160,535
USD Program Aid	793,702	876,439	929,000
Postsecondary Aid	9,089,965	10,000,000	11,000,000
Credit Hour Aid—Comm. Colleges	7,720,077	8,028,875	8,724,680
TOTAL	$22,867,271	$24,717,140	$26,814,215

Concluding Remarks

The rapid progress and changes in the quality of life we have experienced, just in our lifetime, has not been by accident. It has resulted from a commitment to learning and progress. It has been supported by improved education, both in exposure and substance. We must anticipate change because it is a fact of life; we must equip ourselves to deal with these changes through a progressive educational system.

The process takes the involvement of all.

PARENTS—Insist that your children are learning and maximizing their school experience. Become involved in your school board activities and school functions. Remember to emphasize to your children how important education is to their ultimate success.

STUDENTS—Take school seriously! Do your homework! You have a wonderful opportunity to be exposed to so many things in school. You will regret a lax attitude later as you realize that school teaches you skills you will need for the rest of your life.

TEACHERS—As a group, you must be prepared to accept stricter certification requirements and more in-service requirements. There must be assurances made to the public that dollars for increased salaries are well spent. I have the utmost confidence in your abilities. You should be anxious to take the steps necessary to demonstrate your competence to the public.

SCHOOL BOARDS—You represent the community on education policy at the local level. You are faced with difficult decisions. Work with parents, teachers and administrators to arrive at those decisions which are so very important to assure a good education for your community's young people.

BUSINESS COMMUNITY—Retraining costs are adversely affecting you just as remediation costs are draining resources from higher education. Since you also stand to gain significantly, you, too, must be ready to commit time, effort, and money to improving our system of public education.

LEGISLATORS—You also face difficult decisions. Increased teachers' salaries, more stringent curriculum requirements, and other related issues are not always the most popular; but, you also serve a state-wide constituency. We must take education seriously and make those tough decisions.

We *all* must commit ourselves to education. There will be additional costs to improving our system of education, but neglect of our educational system will ultimately cost more.

As Governor, I have pledged to seize this opportunity to improve the public educational system in Kansas. If all of you will join me in this effort, I know we will share in the rewards.

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For Further Information, Write:

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